UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK

DOCUMENTATION OF WRITTEN WORK

August 2008

Office of the Dean
Academic Affairs Division

Document Last Updated December 2006

OFFICE OF THE DEAN
UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996-5000

MADN-AAD 26 June 2008

1. Purpose. This document, Documentation of Written Work prescribes procedures for the proper documentation of written work, establishes responsibilities, and establishes procedures for periodic review and change of the document. The policies and procedures within this document have been approved by the Superintendent upon recommendation by the General Committee and the Academic Board.

2. Applicability. The policies and procedures in this document apply to all academic submissions for cadets at the United States Military Academy.

3. Procedures for Initiating Changes. The procedures for initiating changes to Documentation of Written Work and the timeline for annual review are provided in Section XI of this document.

4. Availability. This document is available as follows:

a. Public Folder:

Public Folders/All Public Folders/USMA/Dean/Academic Affairs/Documentation

b. On-line: http://www-internal.dean.usma.edu/staff/aad/DWW/index.htm

5. Proponent. The proponent for this document is the Academic Affairs Division, Office of the Dean (MADN-AAD), x7786. The proponent for reviewing proposed changes to Documentation of Written Work is the Ethics Sub-Committee of the Faculty Council.

6. Update. This document includes the 13 December 2006 Amendment specifying the Dean's Acknowledgement Statement Policy (Appendix 1).

FOR THE DEAN OF THE ACADEMIC BOARD:

BRUCE E. KEITH, Ph.D.
Associate Dean for Academic Affairs

DOCUMENTATION OF WRITTEN WORK

CONTENTS

Section I: **Academic Integrity**
Section II: **USMA Policy: Good Scholarship Demands Proper Documentation**
Section III: **Key Definitions and General Guidance**
1 Documentation
2 Plagiarism
Section IV: **Implementing Definitions and USMA Policy Guidance**
1 Application of Documentation Policy
2 Homework
3 Collaboration and Assistance
4 Copying
5 Common Knowledge
Section V: **Policy Standards for Preparation of Documentation**
1 Homework Submissions
2 Format
3 Computer Source Code
4 Electronic Sources
Section VI: **Complying with Documentation Standards**
1 Documentation Standards
2 Failure to Comply with Documentation Standards
Section VII: **Specialized Guidance: Documenting Collaboration and Assistance**
1 Policy Standards
2 Guidance: How to Document Collaboration and Assistance
3 Guidance: How to Document Collaboration and Assistance When Using Parenthetical Documentation
4 Guidance: How to Document Collaboration and Assistance in an Informal Group
Section VIII: **Documenting Computer Source Code and Problem Sets**
1 General Guidelines
2 Specific Applications: Computer Source Code
3 Specific Applications: Problem Sets
Section IX: **Documenting Electronic Sources**
1 Policy Standards
2 Documentation Elements
Section X: **Selected Examples and Formats**
1 Additional Examples Documenting Collaboration and Assistance
2 Example Format: Title Page
Section XI: **Procedure for Requesting Changes to DWW**
1 Procedure for Preparing Change Requests
2 Review Procedure and Timeline
Appendix 1: Dean's Acknowledgement Statement Policy Letter, dated 13 December 2006

Index

Section I: Academic Integrity

1. At the United States Military Academy, character development spans all three programs that comprise the Cadet Leader Development System—the Academic Program, the Military Program, and the Physical Program. The Cadet Honor Code, "A cadet will not lie, cheat, steal, or tolerate those who do," governs all aspects of cadet life, whether in the barracks, in the classroom, on the athletic field, or away from West Point.

2. FM22-100, *Army Leadership*, focuses on seven values that help soldiers deal with the diverse roles in which they might find themselves in this complex modern age. These values—loyalty, duty, respect, selfless service, honor, integrity, and personal courage—form the bedrock of Army life. As a preparatory step to entering the Army, the West Point experience revolves around character development and the inculcation of the Army values. Although each program of the Cadet Leader Development System focuses on a different educational aspect of the West Point experience, they are all concerned with character development and as such are all anchored in the Army values.

3. In the academic realm, integrity is paramount, yet it is nothing more than an extension of the integrity that should inform one's life as a cadet, as a soldier, and as a citizen. It means doing what is right, both legally and morally, in life and in one's studies. Academic integrity is simply one form of personal integrity—it represents personal integrity in academic and scholarly pursuits.

Section II: USMA Policy: Good Scholarship Demands Proper Documentation

1. As students and scholars, we often combine our own ideas with those of others. Indeed, this is the principle upon which research and critical thinking are based. Acknowledging our sources—the ideas, words, data, products, and contributions of others—is our responsibility as scholars and a service to our readers. As we build on the scholarship of others, we add to the community of knowledge. Documenting our sources clearly and in accordance with the standards of our academic disciplines and professions allows future scholars the opportunity to build on our work and the scholarship and assistance of others. Acknowledging sources is our obligation as scholars, an obligation that is both expected and customary in academic scholarship.

2. The principles of good scholarship demand that each writer provide correct and complete information regarding the sources of information and ideas. Through the process of documentation, writers identify contributing sources used and acknowledge any assistance received. Although different academic disciplines may use different formats for displaying documentation, all adhere to the basic principles that writers must document all sources and assistance and acknowledge ideas not their own.

3. Proper documentation identifies the sources of borrowed ideas and quotations, to include all assistance in the preparation of homework. These sources may include, but are not limited to, books, periodicals, films, the Internet, and discussions. Other cadets and instructors whose conversation or assistance contributed to the content of the paper or project must also be identified through documentation. The requirement to document applies as well to interviews and group-study sessions. Cadets should keep track of all sources used, to include the

help of other cadets, so that complete and accurate information will be at hand when preparing notes and bibliographies. If in doubt about what should be documented, cadets should consult their instructors. If the instructor is not available, cadets should document the source in question.

4. The Academy will not tolerate failure to document properly all assistance in the preparation or revision of homework. Failure to adhere to the principles of good scholarship will normally result in a reduced grade on that particular assignment. Failure to follow the directions specified in this pamphlet may result in disciplinary action under the provisions of *USCC SOP*. Any attempt to deceive or to gain unfair advantage through deception will be subject to the sanctions of the Cadet Honor System.

5. Cadets must know, understand, and adhere to the requirements for proper documentation in order to practice good scholarship and avoid the following serious consequences.

a. Scholarship. The appropriate sanction for poor scholarship is a reduced grade. In order to assess scholarship and determine an appropriate grade, the instructor must grade that portion of a cadet's work that reflects the cadet's own ideas and analysis. If a cadet's submission consists primarily of the work of others and reflects little of the cadet's own thought, the quality of scholarship is denigrated and a grade cut is appropriate. Documentation distinguishes clearly one's own work from that of others. If that distinction is missing or if it is poorly done, making it difficult for the instructor to distinguish original from borrowed ideas, the instructor may decide to lower the grade. Finally, in any submission, the instructor must grade the cadet's communication skills. If by omission or through incorrect or insufficient documentation a cadet fails to document clearly his or her sources, that cadet has failed to demonstrate good communication skills, and a grade cut may be appropriate.

b. Discipline. An appropriate sanction for failure to follow instructions is disciplinary action. Cadets who do not document in accordance with instructions fail to execute an important assigned duty, similar to a failure to turn in an assignment on time. These important professional standards are in addition to scholarship issues and therefore require military corrective action. Professional standards for cadets are enforced in accordance with *USCC SOP*. It is the cadet's professional responsibility to give appropriate credit to the ideas of others. Just as we respect the physical property of others, we also must respect the intellectual property of others. If cadets fail to show the proper respect for others by not documenting assistance from them or fail in their duty to follow instructions concerning documentation procedures, they may be subject to disciplinary action.

c. Honor. Any attempt to deceive or to gain unfair advantage through failure to document will be subject to the sanctions of the Cadet Honor System. A cadet's intentional use of incorrect or insufficient documentation to disguise his or her reliance on the work of others is an example of such an attempt. Proceedings by the Cadet Honor System are separate from, and may be in addition to, academic and disciplinary sanctions for poor documentation.

6. The policies, principles, and directives contained in this pamphlet supplement related material in *The Little, Brown Handbook* and course-specific handbooks and references that provide guidance on documenting the ideas, words, data, products, assistance, or contributions of others in the submission of homework in all courses offered by the academic departments, DMI, and DPE.

Section III: Key Definitions and General Guidance

1. Documentation

a. Definition. Documentation identifies the sources of ideas, words, and data obtained from another person or the products of another person to such a degree of specificity and accuracy that an observer knows clearly what ideas, words, data, and products to attribute to the authoring cadet and what ideas, works, data, and products to attribute to sources other than the authoring cadet.

b. Documenting Correctly. Cadets will follow scholarly procedures and document in accordance with the directions of this pamphlet, *The Little, Brown Handbook*, and other discipline-specific guidance provided them by their instructors. The documentation format used must be appropriate to the assignment and the discipline, as directed by the cadet's instructor. No matter what documentation format or style is used, however, the documentation must leave no doubt about the source of ideas, words, data, or products of another person or about the specific nature and source of the collaboration or assistance received during the completion of the assignment.

c. Writing and research handbooks. These handbooks, which cadets receive in their plebe year and keep throughout their course of study at USMA, offer general guidance and discipline-specific examples on how to document sources. Previously, the Academy has used *The Little, Brown Handbook* as its principal reference for this purpose. While the choice of handbook may periodically change to better serve cadets' academic needs, the fundamental requirement to document accurately remains constant. As scholars, cadets are responsible for using current handbooks and the most up to date documentation guidance these handbooks provide.

2. Plagiarism

a. Definition. Plagiarism is the act of presenting as one's own, whether accidentally or deliberately, the ideas, words, or data obtained from another person or the products of another person. Plagiarism includes copying, paraphrasing, or using the analysis, conclusions, or assessments of another person without clear, specific, and explicit reference.

b. Avoiding Plagiarism. Cadets must identify another person's ideas, words, data, or products, whether published or not, oral or written, through accurate and clear documentation.

Section IV: Implementing Definitions and USMA Policy Guidance

1. Application of Documentation Policy. The USMA documentation policy, as outlined in this pamphlet, applies to the submission of homework in all courses offered by the academic departments, DMI, and DPE. In addition to the standards for documentation outlined in *The Little, Brown Handbook*, the USMA has established specific policy guidance relating to homework, collaboration and assistance in formal and informal groups, copying, and common knowledge.

2. Homework

a. Definition. Homework is all written work done outside of class and submitted to a faculty member to complete the requirements of an academic course.

b. Policy Guidance.

(1) Cadets must document all homework following the rules outlined in this pamphlet, *The Little, Brown Handbook*, and discipline-specific guidance provided by instructors.

(2) No matter how carefully they document, cadets may expect a reduced grade for: inadequate research; excessive reliance on a single source or sources; excessive use of the verbatim or paraphrased work of a source; submitting a document that has been extensively rewritten by another person; copying a solution from a source not one's own; or merely repeating, without evidence of individual thought, the ideas, words, data, or products gained from any source.

3. Collaboration and Assistance Received in Formal and Informal Groups

a. Definitions.

(1) **Collaboration** means the process of working in a joint intellectual (i.e., ideational) effort with one or more persons in either a formal or an informal group.

(2). **Assistance received** means help or aid received in the completion of homework.

(3) A **formal group** is a group designated by an instructor in an academic department, DMI, or DPE for a specific project or requirement of that department.

(4) An **informal group** is any group that does not meet the definition of a formal group.

b. Policy Guidance.

(1) The Academy encourages cadets to collaborate, receive assistance, and consult others when doing homework because, in many cases, discussing homework assignments enhances the learning process.

(2) The requirements for documenting collaboration and assistance received in completing homework in a formal group are different from the requirements for documenting collaboration and assistance received in an informal group. Cadets should refer to and follow the implementing provisions in Section VII of this document.

4. Copying

a. Definition. Copying means to reproduce by any means, either exactly or with few or insignificant shifts, additions, deletions or changes, the words, works, data, drawings, or products of another person, no matter the form of the source or the method of copying. For example, copying may be accomplished by or through handwriting, typing, taking dictation, sketching, drawing, or using electronic means.

b. Policy Guidance.

(1) **Cadets must document copying on all homework**. Because the material copied is the work, words, data, or product of another person, the material copied, in whatever form and by whatever means, is considered a source that demands appropriate documentation.

(2) Excessive reliance on copied material, even if properly documented, is discouraged by all academic disciplines. Without significant analysis or integration into the homework assignment, copying on homework will merit little or no academic reward in most cases.

5. Common Knowledge

a. Definition.

(1) Common knowledge is defined in *The Little, Brown Handbook* and includes basic facts in a particular subject or discipline, folk literature, and commonsense observation.

(2) In addition, USMA extends this definition of common knowledge for a specific homework assignment to include ideas offered in or out of class by the instructor who has given the cadet the assignment. In addition, common knowledge for a specific homework assignment includes ideas offered in class by cadets when discussing the subject of the assignment. At the discretion of the instructor and by department policy, common knowledge may include the ideas, including formulas, contained in course texts. (Note that specific words within texts, when used verbatim or with insignificant changes, are never considered common knowledge.)

b. Policy Guidance.

(1) Cadets need not document common knowledge.

(2) When cadets are unsure whether certain facts or ideas can be considered common knowledge, they should consult *The Little, Brown Handbook* and their instructor.

(3) If a cadet cannot easily make a determination about whether a fact or idea is common knowledge, the cadet should document the source.

(4) Because the words of a text can never be considered common knowledge, cadets must document specific words taken from course texts by placing the words in quotation marks or indenting the quoted material, as appropriate in the documentation style being used.

Section V: Policy Standards for the Preparation of Documentation

1. Homework Submissions

a. All Homework, except Homework consisting of Computer Source Code or Problem Sets.

(1) Homework submissions, except homework consisting of computer source code or problem sets (discussed in Section V.1.b and Section VIII of *Documentation of Written Work*), will include a title page, the text or the finished assignment, and documentation as appropriate.

(2) Homework submissions that include the documentation of ideas, words, data, products, collaboration, or assistance of another person require documentation through the use of notes (i.e., footnotes, endnotes, or parenthetical notes within the text) and a bibliographic page (e.g., Bibliography, Sources, Works Cited, Reference List).

(3) If parenthetical documentation is used within the text, a "Notes" page will be required in order to document any collaboration or assistance received in the completion of the homework assignment.

b. Homework consisting of Computer Source Code or Problem Sets.

(1) Homework submissions consisting of computer source code or problem sets will include the text or the finished assignment and appropriate documentation. (See Section VIII.)

(2) Homework submissions consisting of computer source code or problem sets require the documentation of ideas, words, data, products, collaboration, or assistance of another person. At the direction of their instructors, cadets may use the internal documentation formats described in Section VIII of *Documentation of Written Work*.

(3) Homework submissions using the internal documentation formats described in Section VIII may or may not require a bibliographic page. Instructors will advise cadets when a title page is not required. When in doubt, cadets should include a bibliographic page as part of their homework submissions.

2. Documentation Formats

a. *The Little, Brown Handbook* supports a number of disciplinary-specific formats for documenting sources: Modern Language Association (MLA) style; *Chicago Manual of Style* (Chicago); American Psychological Association style (APA); and the Council of Science Editors or CSE (formerly the CBE). *The Little, Brown Handbook* provides general guidance and a selected number of specific examples in each of the four styles. Guidance and examples cover the format of both the note itself and the corresponding bibliographic entry.

b. The academic department, course director, or instructor will identify the appropriate format to use for specific homework assignments. Cadets are responsible for knowing which format to use in a given course and for using it correctly and consistently throughout the homework assignment. Cadets must use the appropriate format for both notes and bibliographic entries.

c. Cadets should follow the directions and examples provided in their composition course handbook when formatting documentation for any homework assignment.

(1) When the *The Little, Brown Handbook* does not provide a relevant example, cadets should consult their instructors for guidance on how to document the specific source in accordance with the standards of the selected formatting style.

(2) When cadets are unable to consult with their instructors to determine how to document a specific source, cadets should make a logical determination as to the appropriate information to include in the citation, place information in a logical sequence, and use a punctuation system that closely follows the examples in *The Little, Brown Handbook* for the specific documentation style. In such cases, a cadet must provide sufficient information to allow his or her reader to locate or evaluate the source the cadet used in completing the homework assignment.

d. Departments and instructors may issue supplementary material drawn from the full reference documents supporting the MLA, Chicago, APA, or CSE documentation styles. Materials may be provided in a reference document prepared by the department, provided in-class for a specific homework assignment, provided by the instructor to a cadet for a specific research assignment, or placed on the department's web site or server. Departmental supplements may also be posted in public folders: Public Folders/All Public Folders/USMA/Dean/Academic Affairs/Documentation.

3. Computer Source Code and Problem Sets

a. Documentation within the source code of a program will take the form of comments (nonexecutable statements) embedded within the program or at the beginning of the program. (See Section VIII.)

b. Documentation of problem sets may be included as endnotes, footnotes, or parenthetical statements within the problem set itself. (See Section VIII.)

c. Instructors may require additional documentation in the form of endnotes and a bibliography that reflects all sources documented in the source code of computer programs.

4. Electronic sources

a. Documentation of electronic sources will include the same basic information used in documenting printed materials as well as additional information to identify the type of electronic medium and locate the electronic source.

b. Documentation will include the date of access for sources drawn from the Internet, World Wide Web, and other electronic sources or the publication date for an electronic source such as a CD-ROM.

c. Cadets will follow the guidance in *The Little, Brown Handbook* and supplemental information in Section IX of this pamphlet.

Section VI: Complying with Documentation Standards

1. Documentation Standards

a. Cadets must acknowledge another person's ideas, words, data, or products, whether published or not, oral or written, through accurate, clear, and properly formatted documentation.

Correct, sufficient, and honorable documentation identifies the sources of ideas, words, and data obtained from another person or the products of another person to such a degree of specificity and accuracy that an observer knows clearly what ideas, words, data, and products to attribute to the authoring cadet and what ideas, works, data, and products to attribute to sources other than the authoring cadet.

b. Standards of good scholarship and research require cadets to acknowledge their sources by using procedures that result in correct, sufficient, and honorable documentation.

2. Failure to Comply with Documentation Standards

a. Incorrect Documentation. Documentation that fails to follow the appropriate and prescribed formats for acknowledging sources is, at a minimum, incorrect documentation. Incorrect documentation constitutes a failure in scholarship and a failure to follow the written instructions of *The Little, Brown Handbook* and *Documentation of Written Work*. An instructor's finding that a cadet incorrectly documented a homework assignment will normally result in a lower academic award for that assignment and may also result in disciplinary action.

b. Plagiarism. As stated in II.2 above, plagiarism is the act of presenting as one's own the ideas, words, or data obtained from another person or the products of another person. Plagiarism includes copying, paraphrasing, or using the analysis, conclusions, or assessments of another person without clear, specific, and explicit reference. As *The Little, Brown Handbook* points out plagiarism may be accidental or deliberate. Plagiarism may result from a lack of clear and specific reference to the originating source; in other words, plagiarism may result from insufficient documentation. When a cadet plagiarizes on purpose, deliberately presenting material as the cadet's own in order to deceive or gain unfair advantage, the cadet has acted in a dishonorable manner. This dishonorable behavior is deliberate plagiarism reflected in dishonorable documentation.

(1) Insufficient Documentation. Insufficient documentation is documentation that fails to provide the degree of specificity and accuracy of attribution that enables an observer to know clearly what ideas, words, data, and products to attribute to the cadet submitting the homework and what ideas, words, data, and products to sources other than the authoring cadet. Insufficient documentation also prevents the instructor, a cadet, or other scholar from knowing where to find the source for further research or education. Insufficient documentation constitutes a failure in scholarship and a failure to follow the written instructions of *Documentation of Written Work*. Insufficient documentation will result in a lower academic award and may also result in disciplinary action.

(2) Dishonorable Documentation. If an instance of insufficient documentation leads a reader to believe that the cadet intends to deceive or to gain unfair advantage, the insufficient documentation may be dishonorable documentation. Cadets who use the ideas, words, data, and products of others and who fail to document sufficiently and clearly the sources of the material they have used cannot avoid arousing suspicions that they have acted in a dishonorable way. If an instance of insufficient documentation suggests that the cadet intended to deceive or gain unfair advantage, the instructor may suspect that the cadet has deliberately plagiarized and has presented dishonorable documentation. In cases of suspected dishonorable documentation, instructors will follow the guidance of DPOM 2-4.

c. Inference of Intent to Deceive. Intent to deceive or gain an unfair advantage may be inferred through circumstance. Circumstances include the degree of similarity between the cadet document and an undocumented source, the degree of cadet reliance on the undocumented source (the extent to which it was used), and the likely adverse consequence to the cadet's grade had the source been properly and fully documented.

Section VII: Specialized Guidance: Documenting Collaboration and/or Assistance

1. Policy Standards

a. **Cadets must document collaboration or assistance received during the completion of homework**.

(1) The principles of good scholarship demand that each writer provide correct and complete information regarding the sources of information and ideas. These sources include discussions with other cadets and instructors whose conversation or assistance contributed to the content of the paper or project.

(2) Through clear, sufficient, and honorable documentation, cadets will cite the ideas of others gained through discussion. Through clear, sufficient, and honorable documentation, cadets will cite specific assistance received from others in the completion of homework assignments. Such documentation will include a description of the extent and content of the collaboration and assistance received.

b. **Cadets must provide specific information about collaboration or assistance received during the completion of homework.**

(1) Cadets will not provide general acknowledgments of assistance received; rather, cadets will cite every instance of specific assistance. This requirement is in keeping with standards of good scholarship, which demand that writers clearly identify the sources of ideas, words, works, data, and products of others.

(2) Cadets will not use acknowledgment pages or general notes, such as "I read Cadet Smith's paper on the Battle of Saratoga" or "I discussed the Battle of Saratoga with Cadet Smith." Such statements do not allow the reader to know clearly what ideas, words, data, and products to attribute to Cadet Smith and what ideas, words, data, or products to attribute to the author of the homework assignment. If discussion with another person led the author of the homework assignment to use ideas, words, data, or products belonging to another person, the author of the homework assignment must document these at appropriate points within the assignment.

(3) The responsibility to document fully collaboration or assistance received in the completion of homework belongs to the cadet. The absence of any documentation declares that the cadet drew on no sources in creating the homework assignment. Thus, instructors will not require cadets to assert that they received no help. Homework without documentation is that assertion.

c. **When cadets work as members of a formal group, they do not need to document the sources of ideas, words, products, or data obtained from other persons within the formal group.**

(1) A formal group is a group designated by an instructor in a department for a specific homework project or requirement of that department. As such, the formal group has the status of an individual entity in connection to the specific project or requirement for which the instructor organized it. Therefore, individuals within that group need not document the sources of ideas, words, products, or data obtained from other persons within the formal group.

(2) In completing the specific project or requirement, however, the formal group must document the sources of ideas, words, data, and products obtained from any source outside the formal group.

d. **USMA policy allows the use of specific kinds of assistance without requiring cadets to document this assistance.**

(1) Cadets need not document certain types of assistance that do not affect the ideational content of the cadet's work.

(2) The Military Academy authorizes cadets to obtain the following types of assistance without requiring cadets to document this assistance: editing by others for spelling, grammar, and punctuation; the assistance of computer spelling and grammar checkers; the reviewing of computer programs by others or by language compilers or interpreters for the purpose of identifying and correcting programming language syntax errors; the editing for correctness of mathematical calculations by others or by computer spreadsheets; and the use of equation-solving programs.

2. Guidance: How to Document Collaboration or Assistance

a. Within the text, documentation of collaboration or assistance will be in the form of endnotes or footnotes, except when documenting computer source code and sets of problems.

(1) Within the text, use a raised numeral (superscript) to indicate that there is a note associated with a particular idea, word, work, data, or product.

(2) If using a documentation style that requires the use of endnotes or footnotes, the note documenting collaboration or assistance will continue in sequence with other endnotes or footnotes. When using endnotes or footnotes to document all sources, there will be no special page for endnotes documenting collaboration and assistance.

(3) Cadets will follow the guidance in Section VIII when preparing documentation of assistance and collaboration in the preparation of computer source code or in the completion of a set of problems.

b. Even when using a parenthetical style of documentation (e.g., MLA or APA), cadets must use footnotes or endnotes in order to document collaboration or assistance. In such cases, cadets will use a "Notes" page.

(1) In general, documentation of collaboration or assistance will follow the format for using footnotes or endnotes in special circumstances. For example, *The Little, Brown Handbook* describes three uses for footnotes or endnotes when using the MLA Style of documentation: when citing a series of sources that, listed in a single parenthetical citation, would be intrusive; when commenting on a source; and when providing information that does not fit easily within the text, such as acknowledging another person's assistance. (The APA Style allows for the use of footnotes or endnotes in similar situations.)

(2) When using endnotes to document collaboration or assistance and when using parenthetical notes for other documented sources, the endnotes should be on one page. Title that page "Notes." This page should be at the end of the essay and before the bibliography or reference list. There should be corresponding bibliographic or reference list entries for instances of collaboration or assistance listed on a "Notes" page. Format the entries on the "Notes" page as appropriate for endnotes in the specific documentation style being used.

c. Endnotes or footnotes will follow the general format of the documentation style being used, particularly the format for interviews (either published or unpublished). The endnote or footnote will include (although not necessarily in this order) the name of the person with whom the authoring cadet collaborated or from whom the authoring cadet received assistance, the type of collaboration or assistance received, the place, and date. In addition, the authoring cadet will include specific information about the extent and content of the collaboration and assistance received.

d. All notes documenting collaboration or assistance received in the completion of homework must have an associated entry in the assignment's bibliography or reference list. In general, cadets will use formats associated with published interviews to list collaboration or assistance received in the completion of homework**.** The bibliographic or reference list entry will include the name of the person interviewed; the type of interview or discussion (personal, email, telephone, etc.); and the date. The organization and punctuation for such entries will vary, based on the documentation style being used for a particular homework assignment. A bibliographic or reference list entry is required by the USMA, even when the specific documentation style being used does not require such an entry.

3. Guidance: How to Document Collaboration or Assistance when Using Parenthetical Documentation Styles

a. When using a documentation style that uses parenthetical citations within the text, cadets must use footnotes or endnotes in order to provide the space needed to clarify the extent and content of the collaboration or assistance. The parenthetical citation within the text does not allow a cadet to provide the kind of information required to document completely collaboration or assistance received in the completion of homework.

b. All footnotes or endnotes documenting collaboration or assistance received must have corresponding entries in the bibliography or works cited page.

c. The following example provides examples of text, endnote, and bibliographic entries.

(1) The following is an example of the use of both parenthetical citation and an endnote or footnote within a hypothetical text. (The example given uses the MLA style of documentation; cadets will need to make adjustments to the formatting of the parenthetical citation when using other documentation styles.)

> [. . . text . . .] The British people were not "paralyzed by fear" (Smythe 42);
>
> rather, they were motionless and simply waiting for the government to respond
>
> to the emergency.[1] [. . . text . . .]

(2) The "Notes" page would include the following note. (The format follows the MLA documentation style. Cadets will need to make adjustments for the APA style and any others that use parenthetical documentation.)

> Notes
>
> 1. CDT George E. Quirk, A-4, '02, assistance given to the author, verbal discussion, West Point, NY, 18 November 2001. CDT Quirk suggested that the concept of "motionless" was a more accurate representation of the political state of the people of England than Smythe's "paralyzed by fear" characterization.

(3) The Works Cited page would include the following references. (The example uses the MLA documentation style; cadets need to make appropriate adjustments when using another documentation style.)

> Works Cited
>
> Quirk, George E. Discussion with author. 18 Nov. 2001.
>
> Smythe, Michele. <u>The Politics of War and Peace in the Twentieth Century</u>.
>
> Boston: Lytle, 1998.

4. Guidance: How to Document Collaboration or Assistance in an Informal Group

a. Cadets must document assistance resulting from collaboration in an informal group during the preparation of homework**.**

(1) An informal group is any group that does not meet the definition of a formal group. Formal groups are those created by instructors for specific projects; all other groups are informal groups.

(2) Cadets will identify all members of an informal group in the first note that provides a reference for the collaboration or assistance received. When the collaboration or assistance provided relates to the entire project, a note placed on the title page or at the beginning of the assignment's text will identify the members of the informal group.

(3) Subsequent notes, placed in the text of the assignment to identify the specific results of the collaboration or assistance, may simply refer to the group as an entity (Informal Group).

b. The following paragraphs present an example of a title page, endnote, and bibliographic entry documenting collaboration or assistance in an informal group.

(1) The following is an example of a title page that includes a reference to an informal group.

BY

CADET BRYANT Z. HARRIS, '04, CO A-3[1]

(2) The following contains examples of a "Notes" page that includes documentation of specific collaboration and assistance by members of an informal group. (The format follows the APA documentation style. Cadets will need to make adjustments when using other styles.)

Notes

1. George Smith, A-3, '04, Larry Brown, A-3, '04, Bea Smart, A-3, '04, collaboration with the author, oral and written discussion, West Point, NY, Nov. 4, 2001. (Hereinafter cited as Informal Group, Nov. 4, 2001.) We met to review Chapter 10 and discuss Lab Report #6.

2. Informal Group, Nov. 4, 2001. CDT Smith developed these equations for me.

3. Informal Group, Nov. 4, 2001. CDT Smart showed me how linear regression would be used at this point in the problem to solve for the slope.

(3) The following contains an example of how to include an informal group in the bibliography or reference list. The example here uses the APA style of documentation; cadets must make modifications to fit the requirements of the particular style used for the homework assignment.

References

Smith, G., Brown, L., & Smart, B. (2001, November 4). [Discussion with author]. West Point, NY.

Section VIII: Documenting Computer Source Code and Problem Sets

1. General Guidelines

a. Computer Source Code. Computer Source Code should be documented internally using the commenting features of the particular implementation language being used. These internal comments take the place of footnotes or endnotes, so they must contain the same information that would be provided by a footnote or endnote. In particular, the comment must make three things clear:

- the identity of the source
- what ideas were obtained from the source
- the exact portion of the source code to which the comment applies

b. Problem Set. A set of problems may be documented internally using parenthetical comments that are like those used in documenting computer source code. Rather than use endnotes or footnotes, cadets may document collaboration or assistance within the problem itself by adding the required documentation in a column to the right or left of the problem; alternatively, cadets may document such collaboration or assistance immediately following the problem or step within the problem in which collaboration or assistance was received. These internal comments take the place of footnotes or endnotes, so they must contain the same information that would be provided by a footnote or endnote. In particular, the comment must make three things clear:

- the identity of the source
- what ideas were obtained from the source
- the exact portion of the problem or problem set to which the comment applies

c. Instructors will identify the desired format for documentation of sets of problems, to include preferred placement for the comment and documentation style (MLA, Chicago, APA, or CBE).

d. Instructors will identify whether a title page or bibliographic page is needed for homework that includes computer source code or problem sets. While internal documentation is often sufficient for these kinds of homework submissions, instructors may require additional documentation in the form of a title page, endnotes or footnotes, or bibliographic page that accurately reflects all sources documented in the completion of such homework assignments.

2. Specific Applications: Computer Source Code

a. Each language has its own comment delimiters. Cadets should substitute the delimiters of the language being used for the delimiters in the samples below as appropriate.

b. The following example shows how to document the use of a book in creating source code in Ada95:

```
-- The implementation of the following selection structure
-- was derived from an algorithm found in Stuart J. Russell
-- and Peter Norvig, Artificial Intelligence: A  Modern
-- Approach (Upper Saddle River, New Jersey: Prentice Hall,
-- 1995), 22.

IF Molecule_Mass > 28 THEN
         .
         .
         .
END IF;
```

c. The following example shows how to document the assistance of another cadet in creating source code in Java:

```
    .
    .
    .
while(numLines < 50){
    text = textReader.readLine();
    /*
      Cadet Joan Smith, E-1, '04, assistance given to
      author, oral discussion, West Point, NY, 2 May
      2001.  Cadet Smith explained to me that I had an
      infinite loop because I never modified the loop
      control variable within the loop.  Once I added the
      following line, the loop behaved correctly.
    */
    numLines = numLines + 1;
} // while


/*
   Cadet Joan Smith, E-1, '04, assistance given to
   author, oral discussion and electronic copying, West
   Point, NY, 2 May 2001.  Cadet Smith showed me how she
   implemented the following if statement and
   subsequently gave me a copy of her program via email,
   from which I copied the following 12 lines of Java
   code.
*/
if(temp < 32){
    .
    .
    .
} // if
```

d. The following example shows how to document assistance from a web page in creating a source code file in HTML:

```
<HTML>

<!-- The layout of this web page is based on the
layout of the USMA home page, Erich L. Markert, USMA:
United States Military Academy, West Point [web page
online] (accessed 2 May 2001); available from
http://www.usma.edu;  -->

<HEAD>
   .
   .
   .
</HTML>
```

e. The bibliographic page, if required, would include the following references for the in-line notes shown in paragraphs b – d above. (The example uses the Chicago style of documentation; cadets will need to make adjustments when using another documentation style.)

WORKS CITED

Markert, Erich L. "USMA Home Page." United States Military Academy, West Point [web page online], accessed 2 May 2001; available from http://www.usma.edu.

Russell, Stuart J. and Peter Norvig. Artificial Intelligence: A Modern Approach. Upper Saddle River, New Jersey: Prentice Hall, 1995.

Smith, Joan. Discussion and E-mail. 2 May 2001.

Smith, Joan. E-mail to the author with Java source code attachment. 2 May 2001.

3. Specific Applications: Problem Sets

a. Each discipline has its own type of problem sets. With assistance from instructors, cadets should modify the guidelines below in providing required documentation of a set of problems within a specific course or discipline.

b. The following example shows how to document a problem within a set of problems. The documentation is placed to the right of the step within the problem at the point at which the cadet received assistance. Note that several different types of assistance are shown within this example. (The example uses the Chicago style of documentation; cadets will need to make adjustments when using another documentation style.)

Problem # 1

$$\omega_n := \sqrt{\frac{k}{mass}} \qquad \omega_n = 8.433$$

$$\zeta := \frac{c}{2 \cdot mass \cdot \omega_n} \qquad \zeta = 0.132$$

$$\omega_d := \omega_n \cdot \sqrt{1-\zeta^2} \qquad \omega_d = 8.359$$

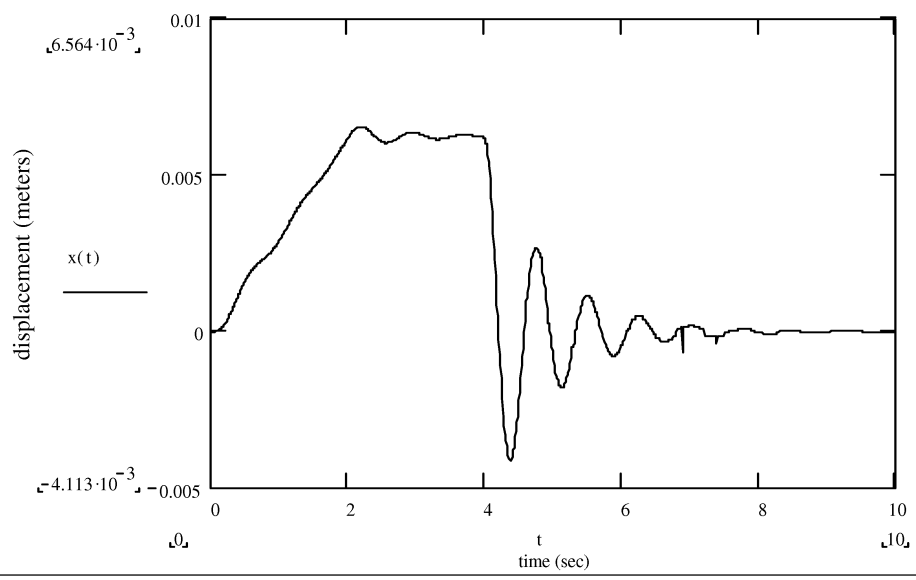
<Larry Brown, H-3, ’04, assistance given the author, oral discussion, West Point, NY, 1 September 2001. CDT Brown showed me where to find the equation to determine the natural frequency.>

<Jerry Jones, A-1, ’04, assistance given the author, oral discussion and electronic copying, West Point, NY, 1 September 2001. After assistance from CDT Jones, I still could not determine how to find the damping frequency, so I electronically copied this equation and result from his homework.>

$$h(t) := \begin{cases} 0 \text{ if } t < 0 \\ \frac{1}{mass \cdot \omega_d} \cdot \left(e^{-\zeta \cdot \omega_n \cdot t}\right) \cdot \sin(\omega_d \cdot t) \text{ otherwise} \end{cases}$$

$$x(t) := \int_0^t F(\tau) \cdot h(t-\tau) d\tau$$

<Sarah Smith, B-1, ’04, assistance given the author, email discussion and electronic copying, West Point, NY, 1 September 2001. Due to time constraints and to meet the requirements of this assignment, I electronically copied this equation and the following graph from CDT Smith’s homework.>



c. The bibliographic page, if required, would include the following references for the documentation notes shown in paragraphs b above. (The example uses the Chicago style of documentation; cadets will need to make adjustments when using another documentation style.)

WORKS CITED

Brown, Larry. Discussion. 1 September 2001.

Jones, Jerry. Discussion and E-mail. 1 September 2001

Smith, Sarah. Discussion and E-mail. 1 September 2001.

Section IX: Documenting Electronic Sources

1. Policy Standards

a. Cadets will apply the principles of academic integrity, good scholarship, and standards of documentation in using and recording the use of electronic sources in the completion of homework.

b. For purposes of this document and guidance regarding documentation, the term "Internet" includes EMAIL, the USMA network, and all documents, information, and pictures electronically obtained via the USMA network.

c. When documenting Internet and World Wide Web sources, documentation will always include the date of access and the pathway or Uniform Resource Locator (URL). Cadets must include sufficient detail to allow the reader to locate and access the source. Cadets must document the use of graphics, web page layouts, clip art, and material from Internet and World Wide Web sources and sites.

2. Documentation Elements

a. Documentation of electronic sources will include the same basic information used to document printed materials and additional information to identify the type of electronic medium.

b. Documentation of electronic sources will include sufficient information so that a reader can locate and consult the source used. Documentation of online sources without print counterparts will include the posting date of the source and the date when the source was accessed.

c. Cadets will follow the guidance in *The Little, Brown Handbook* when documenting in accordance with the specific documentation style used to complete a homework assignment.

Section X: Selected Examples and Formats

1. Additional Examples Documenting Collaboration and Assistance in the Preparation of Homework

a. Cadets must always document collaboration and assistance in the preparation of homework when that collaboration or assistance results in a cadet's use of ideas, words, works, data, and products that belong to or originated with another person.

b. The examples provided in this section of *Documentation of Written Work* are examples of notes documenting collaboration or assistance. The examples are not all-inclusive; rather, they provide models for cadets to use in documenting a wide range of assistance received.

c. The examples below use the endnote format and follow the MLA Style. (Cadets must make modifications when using the APA Style or other parenthetical documentation format.) Because each of the notes documents assistance in separate homework assignments, each is treated as if it were the first endnote for that particular homework assignment.

Notes

1. CDT John Smith, A-1, '03, assistance given to the author, verbal discussion, West Point, NY, 18 October 2001. CDT Smith and I jointly discussed the effect of Lincoln's assassination on the course of Reconstruction in the South. We concluded that Lincoln's death made peaceful reconciliation more difficult.

Notes

1. CDT Ima Starperson, D-2, '03, assistance given to the author, review of electronic work, West Point, NY, 10 September 2001. I sent my computer output file by email to CDT Starperson so that she could examine the file and determine why our results were so different. After reviewing the file, she explained that the cross-sectional area to be used in the program should be 1,000,000 square inches rather than the actual area if I wished to neglect axial effects. I changed my program based upon her recommendation.

Notes

1. CDT Justin Tyme, H-4, ’02, assistance given the author, verbal discussion, West Point, NY, 15 October 2001. I compared APPS output with CDT Tyme. He also explained the difference between the transformation parameters for a counterclockwise rotation as opposed to a clockwise rotation.

d. The examples below use the endnote format and follow the APA Style. (Cadets must make modifications when using the MLA Style or other parenthetical documentation format.) Because each of the notes documents assistance in separate homework assignments, each is treated as if it were the first endnote for that particular homework assignment.

Notes

1. CDT Audrey Adams, B-4, ’03, assistance given to the author, verbal discussion, West Point, NY, Dec. 5, 2001. CDT Adams showed me how to calibrate the parallax bar and determine the calibration constant.

Notes

1. CDT Boyd Scout, A-2, ’02, assistance given to the author, review of written work, West Point, NY, October 23, 2001. I did not think my answers were correct, so I talked with CDT Scout and compared my answers with his. I was doing my calculations using present worth analysis, whereas CDT Scout was using future worth analysis. CDT Scout suggested that I use future worth, which I did in developing this solution.

Notes

1. CDT Lessa Moore, B-3, ’03, assistance given to the author, email discussion, West Point, NY, October 12-14, 2001. In a series of email messages during the dates indicated, CDT Moore and I discussed the application of the Organization Process Model. She informed me that the actors in this model are organizations, not individuals. She also said that the Organizational Process Model contradicted the Bureaucratic Politics Model, which focuses on individuals.

2. Format Example: The Title Page

a. Policy Standard. The title page will include the following elements: identification of the United States Military Academy; the assignment's title; the number and name of the course; the course section, if any; the instructor's name; the cadet's name, class and company; the location of the USMA; and the date.

b. Guidance. An example of the title page follows.

UNITED STATES MILITARY ACADEMY

THE CAROLINGIAN RENAISSANCE:

A MOMENT OF BRILLIANCE

HI107: HISTORY OF THE WORLD: FROM ANCIENT TIMES TO 1700

SECTION 3J

CPT DAVID BEOUGHER

BY

CADET BENJAMIN T. HUDSON ’06, CO H4

WEST POINT, NEW YORK

22 OCTOBER 2002

Section XI: Procedure for Requesting Changes to DWW

1. Procedure for Preparing Change Requests

a. Review of DWW will occur annually. Departments or proponents proposing administrative, minor, or major changes to DWW will submit change proposals to the Office of the Dean, Academic Affairs Division, for evaluation no later than 15 August. Requests will include:

(1) A description of the proposed change or changes.

(2) A justification for the proposed change or changes.

b. Department heads or proponent directors will sign all requests.

2. Review Procedure and Timeline: The following flowchart and annual timeline prescribes the method in which proposed changes to this DPOM are initiated and staffed for implementation.

NLT Date	Action
15 August	Academic Affairs Division sends memorandum to departments and MADs requesting proposed changes to Documentation of Written Work.
15 September	Departments and MADs submit proposed changes to Documentation of Written Work to Academic Affairs Division IAW the format in Section 1 above.
1 October	Academic Affairs Division consolidates issues and forwards to Ethics Sub-Committee of the Faculty Council.
15 January	Ethics Sub-Committee briefs Faculty Council on issues and proposed changes.
15 February	Faculty Council Chair makes a recommendation on the proposed changes (or to make no change) to the General Committee.
1 April	General Committee makes final recommendation to the Dean of the Academic Board
1 May	Dean of the Academic Board approves DWW for publication or maintains the current document until the next annual review.
1 June	Updated DWW (if revised) available for dissemination and use during summer faculty training workshops.

Appendix 1

Dean's Acknowledgement Statement Policy

OFFICE OF THE DEAN
UNITED STATES MILITARY ACADEMY
WEST POINT, NY 10996-5000

MADN 13 December 2006

SUBJECT: Amendment to Documentation of Written Work: Acknowledgement Statement Policy

1. Purpose.

a. This document prescribes procedures for the implementation of the acknowledgement statement for written and electronic submissions. At USMA, the Cadet Leader Development System (CLDS) focuses on character development in the Academic, Military, and Physical programs. The seven complementary Army Values form the foundation of moral character. The Army Value of Integrity—doing what is right, both legally and morally—emphasizes the holistic nature of moral character. To call yourself a person of integrity is to say that you consciously, deliberately, and methodically hold firm to one set of values in all areas of your life. In the academic realm, integrity is the foundation of good scholarship, and USMA is committed to the development of lifelong habits of academic integrity in cadets during the 47-month West Point Experience.

b. As students who are learning to become scholars, cadets will combine their own ideas with the ideas of others in the process of completing their academic work. Research-based critical thinking—a foundation of scholarship—necessitates such combination. Building upon the scholarship of others contributes to the community of knowledge. Clearly identifying sources, then correctly attributing those sources in accordance with the standards of academic disciplines and professional practice, facilitates the efforts of other scholars to build on our work.

c. Although different academic disciplines may use different systems for formatting and presenting documentation (examples include the MLA and APA styles), all adhere to the basic principle that writers must explicitly acknowledge ideas not their own and all assistance received from others, whether directly (in the form of personal assistance) or indirectly (in the form of source material).

d. Proper documentation attributes and identifies the origin of ideas obtained from various sources, including, but not limited to, books, films, periodicals, and web sites. Likewise, ideas obtained from other cadets, instructors, and those whose conversations or assistance contributed to the content of the work, *whether intentional or not, must also be identified.* The documentation requirement applies to interviews and group study sessions as well. One of the keys to good documentation is organized and thorough recordkeeping of research, interviews, group sessions, and conversations.

e. USMA will not tolerate failure to properly identify properly all assistance received in the preparation of homework. If unsure about what should be documented, cadets should consult their instructors. When in doubt, a good rule of thumb is to document any assistance in question.

f. All sources of ideas must be **identified** on a bibliographic page (may be called Bibliography, Sources, Works Cited, Reference List, etc.) and in appropriate, discipline-specific citations (footnotes, endnotes, or parenthetical notes).

g. The acknowledgement statement prompts the cadet to:

(1) PAUSE, taking a moment to consider the professionalism of the work at hand.

(2) REFLECT, reviewing the work for professional substance, style, organization, and correctness, as well as for proper identification of all sources.

(3) ACT, signing the acknowledgement statement, and thereby positively affirming the documentation's completeness.

2. Procedure for individual written work (Sample 1).

a. Once cadets have completed their homework assignment and documented all sources, they must pause to reflect on the accuracy of their identification and attribution of these sources. They do so through the mechanism of the acknowledgement statement, which is part of the cover sheet. The acknowledgement statement acknowledges either that:

___ My documentation identifies all sources used and assistance received in completing this assignment.

or, that:

___ No sources were used or assistance received in completing this assignment.

Cadets then sign at the bottom of the cover sheet:

SIGNATURE: _____

b. Cadets will initial, by hand, the statement that accurately describes their documentation. In doing so, they should PAUSE and REFLECT on the accuracy of their identification of sources, and on the specificity, clarity, and sufficiency of their citations. Having made this conscious effort to REFLECT on their work, they ACT to affirm the completeness of their documentation with their signature. Cadets who realize that they have not identified all the sources they used and the assistance they received must take responsibility for the integrity of their work, and revise and complete their documentation. Instructors are not authorized to accept submissions without initialed and signed acknowledgement statements.

c. All official homework submissions (as defined in DWW) require an acknowledgement statement (written or electronic, as defined by the instructor).

d. If a cadet initials both blocks, instructors are not authorized to accept the work.

e. Instructors will counsel cadets who either fail to submit acknowledgement statements, or submit improperly completed acknowledgement statements.

f. All draft documents submitted to an instructor *for a grade* in fulfillment of a course requirement must have an acknowledgement statement attached.

g. Un-graded works-in-progress, such as essay drafts that cadets bring to Additional Instruction sessions or scheduled instructor conferences, do not require acknowledgement statements.

3. Procedure for individual electronic submissions (Sample 2).

a. Assignments that are submitted electronically still require proper documentation, but are "signed" with a digital signature.

b. Cadets access the e-Acknowledgement page through CIS. The process of going to the e-Acknowledgement page allows for cadets to PAUSE. Cadets do the same REFLECTION on their electronic work that they would do with written submissions, then they type in their initials at the appropriate acknowledgement statement. Finally, cadets ACT on the documentation of their electronic submission by submitting it with their digital signature.

c. Instructors can allow a page 2 to the e-acknowledgement to submit appropriate documentation supporting the electronic submission. This documentation will typically be the type of documentation that is submitted by an email message. The CIS does not have capability to attach documents.

d. Cadets can change their e-acknowledgement statement up to the assignment's suspense date. After that, the cadet must submit a written acknowledgement statement to the instructor.

e. If cadets are unable to use the e-Acknowledgement page for any reason, they may submit a hand-signed version. A hand-signed acknowledgement statement is always acceptable in lieu of an e-acknowledgement statement.

4. Formal group work (Sample 3).

a. Cover sheets for written group work will contain the group leader's initials in the appropriate acknowledgement block. All members of the group will sign the cover sheet.

b. There is no e-Acknowledgement statement for formal group electronic submissions. All formal group electronic work will be submitted with a hard copy of the group work cover sheet, formatted, initialed, and signed as outlined in 4.a., above.

5. Proponent. The proponent for this document is the Academic Affairs Division, O/Dean (MADN-AAD), x7786.

PATRICK FINNEGAN
Brigadier General, US Army
Dean of the Academic Board

3 Encls
1. Sample Written Work Cover Sheet
2. Sample Electronic Submission Cover Sheet
3. Sample Group Work Cover Sheet

Enclosure 1 (Sample Written Work Cover Sheet)

UNITED STATES MILITARY ACADEMY

PROBLEM SET 1

NE450: NUCLEAR SYSTEMS DESIGN

SECTION 2J

COL IAM THEPROF

By

CADET IAM THESTUDENT '07, CO H1

WEST POINT, NEW YORK

28 AUGUST 2006

____ MY DOCUMENTATION IDENTIFIES ALL SOURCES USED AND ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

____ NO SOURCES WERE USED OR ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

SIGNATURE:

Enclosure 2 (Sample Electronic Submission Cover Sheet)

UNITED STATES MILITARY ACADEMY

Event Description

Name of Course

Section

Professor's Rank and Name

By

Cadet Name, year group, company

WEST POINT, NEW YORK

Date and Time completed on CIS

☐ MY DOCUMENTATION IDENTIFIES ALL SOURCES USED AND ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

☐ NO SOURCES WERE USED OR ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

SIGNATURE: ***DIGITAL SIGNATURE***

Enclosure 3 (Sample Group Work Cover Sheet)

UNITED STATES MILITARY ACADEMY

PROBLEM SET 1

NE450: NUCLEAR SYSTEMS DESIGN

SECTION 2J

COL IAM THEPROF

By

CADET IAM THELEADER '07, CO H1
CADET IAM THEMEMBER '08, CO B3

WEST POINT, NEW YORK

28 AUGUST 2006

____ OUR DOCUMENTATION IDENTIFIES ALL SOURCES USED AND ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

____ NO SOURCES WERE USED OR ASSISTANCE RECEIVED IN COMPLETING THIS ASSIGNMENT.

SIGNATURE: _____

_____

_____(Any additional lines as needed) _____

INDEX

A
Academic departments, *2, 6*
Academic integrity, *1, 16*
Acknowledgment pages, *9*
American Psychological Association style
    (APA), *6*
Army values, *1*
Assertions of no assistance, 9
Assistance in the preparation of homework, *2*
Assistance received, definition of, *4*
Assistance authorized, *10*

C
Cadet Honor System, *2, 3*
Changes to DWW, *23*
Chicago Manual of Style (Chicago), *6*
Collaboration, definition of, *4*
Collaboration and assistance
    examples, *13, 15, 19-20*
    documentation standards, *9*
    documentation guidance, *10*
    with parenthetical documentation, *10-12*
Common knowledge, definition of, *5*
Computer source code, 6-*7, 14-16*
Copying, definition of, *4*
Council of Biology Editors (CBE), *6*

D
Departmental supplements, *7*
Discipline, *2*
Dishonorable documentation, definition of, *8*
DMI, *2*
DPOM 2-4, *8, 23*
Documentation
    definition of, *3*
    formats, *6*
    standards, *1, 7*
DPE, *2*

E
Electronic sources, *7, 16-17*

F
FM22-100, Army Leadership, *1*
Formal group
    definition of, *4*
    documenting collaboration or
        assistance, *9-11*

G
General acknowledgment notes, *9*

H
Homework
    definition of, *1*
    homework, *2-5, 9-12*
    submissions, *5-6*
Honor, *3*
Honor Code, *1*

I
Incorrect documentation, definition of, *7*
Inference of intent to deceive, *8*
Informal group
    definition of, *4*
    documenting collaboration or assistance,
        12-13
Internet, definition of, *18*
Insufficient documentation, definition of, *8*

L
Little, Brown Handbook, see The Little, Brown
    Handbook

M
Modern Language Association (MLA) style, *6*

P
Plagiarism
    accidental plagiarism, *3, 8*
    definition of, *3*
    deliberate plagiarism, *3, 8*
    documentation standards, *8*
Problem Sets, *6-7, 16-18*
Public folders, *6, 17*

S
Scholarship, *2, 7*
Scholarship of others, *1*
Source code, see Computer source code

T
The Little, Brown Handbook, *2-8, 11, 19*
Title page, *21-22*

U
USCC SOP, *2*